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AN EVALUATION OF THE TRANSITIONAL MIDDLE SCHOOL IN NEW YORK CITY.

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PROFESSIONAL OBSERVER TEAMS ASSESSED THE EXTENT OF INTEGRATION, ACHIEVEMENT, PUPIL-STAFF AND PEER RELATIONSHIPS, AND STUDENT SELF-IMAGE PERCEPTION IN SEVEN MIDDLE SCHOOLS. AS PART OF THE PLAN TO ESTABLISH MIDDLE SCHOOLS (INSTITUTED IN A SYSTEMWIDE 4-4-4 GRADE DISTRIBUTION) TO PROMOTE INTEGRATION AND QUALITY EDUCATION, SPECIFIC JUNIOR HIGH SCHOOLS HAD BEEN SELECTED TO RECEIVE THE NEW SIXTH GRADE. THE OBSERVERS FOUND THAT FIVE OF THESE SEVEN SCHOOLS WERE HIGHLY SEGREGATED AND NONE FULLY INTEGRATED. HOWEVER, SCHOOLMATES FREELY CROSSED RACIAL AND ETHNIC LINES FOR A VARIETY OF NONACADEMIC ACTIVITIES. RECOGNIZING THAT THE TESTING INSTRUMENTS WERE UNRELIABLE, THE OBSERVERS STILL FELT THAT NO SIGNIFICANT ACADEMIC IMPROVEMENTS CAME ABOUT UNDER THE NEW SCHEME, AND THE STAFF GENERALLY THOUGHT THAT THE STRUCTURE AND CURRICULUM IMPEDED ACHIEVEMENT. TEACHERS WERE NOT WELL PREPARED FOR THE TRANSITION AND MANY REACTED NEGATIVELY TO THE CHANGE. RECOMMENDED ARE--(1) BETTER CHOICES OF FUTURE MIDDLE SCHOOLS TO INSURE FULL INTEGRATION, (2) INTERRACIAL INSERVICE PROGRAMS FOR PRINCIPALS AND STAFFS TO FOSTER UNDERSTANDING, (3) THE DEVELOPMENT OF SUITABLE CURRICULUM, ADMINISTRATIVE PROCEDURES, PARENT-SCHOOL COOPERATION, AND A SINGLE STANDARDIZED EVALUATIVE MEASURE OF PUPIL PROGRESS. APPENDED ARE DATA EVALUATION MATERIAL, TABLES, AND THE FORMS USED IN THE STUDY. (NH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. INTRODUCTION AND PURPOSE OF STUDY

In an official announcement released by the New York City Board of Education, it was reported that "as recommended by the Allen Plan, the Middle School would be instituted as part of the 4—4—4 organization. This would replace the 6—3—3 school organization. The middle School would be geared to provide improved quality education within an integrated school setting."

During the school year 1965-66, one initial step was taken toward the creation of the new Middle School through moving the sixth grades from elementary schools into 27 junior high schools converting these schools into transitional Middle Schools. It is the purpose of this study to examine the transitional Middle Schools and evaluate them in relation to the goals of the Middle Schoo' outlined in the previously mentioned Board of Education release. These goals, broadly stated, are: a) to provide improved quality education — b) to desegregate and integrate the Middle School population. It is important to note, however, the more specific objectives which appear in the same report and which define more clearly the meaning of quality education and integration as perceived by the Board of Education:

1. To cultivate the abilities and encourage the self-fulfillment of students.

2. To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and need.

3. To achieve better ethnic distribution in the intermediate grades.

4. To improve the quality of human relations among students by providing them with ethnically integrated schools, and to improve pupil attitudes -especially in relation to self-image and other pupils of different ethnic, racial, religious, or social groups.

5. To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

It is against these stated goals that the following evaluative study was made.

II. THE RESEARCH RATIONALE, PROCESS AND DESIGN

The responsibility for developing and conducting this study was accepted from the Center for Urban Education in early June 1966. The study was to be completed and a finished report submitted by August 31, 1966.

A. Selection of Sample

Information secured hastily in early June indicated that approximately 27 transitional Middle Schools were in operation during the school year 1965-66 —approximately 16 in Brooklyn, 4 in Manhattan, 4 in the Bronx and 3 in Queens. A random selection was made which included 4 in Brooklyn, 1 in Queens, 1 in Manhattan and 1 in the Bronx. Permission was granted and every possible support was given our work by the District Superintendents and later by Principals.

B. Research Approach

A thoughtful consideration of the probable difficulties involved in collecting masses of data during the last two weeks of the school year and the time allotted to the entire study were, in part, determinants of the research approach used. There was no time to develop and standardize instruments which might be administered by inexperienced professionals or trained graduate research assistants. It was necessary to select a team of highly competent and experienced educators with specializations in elementary education, secondary education, school-parent relations and school-community relations. Two professors from Brooklyn College with many years of public school field experience agreed to assume responsibility for study of the four Brooklyn schools. Two specialists in Education from Bank Street College Educational Resources Center, which offers field services to 25 Harlem schools, agreed to accept leadership for the studies in the Manhattan, Bronx and Queens schools. One specialist in parent-school and community-school relations whose experience includes service on the City Commission for Human Rights, the New York State Citizens Committee for Better Schools, a local School Board in New York City, and at present, in the Protestant Council, agreed to join the research team to work in her field of specialization. A research consultant was secured who had worked on attitude studies in Education with Dr. Ronald Lippitt, Program Director, Institute for Social Research at the University of Michigan, and who represented Bank Street College Educational Resources Center in field action and research programs in Harlem schools during the past two years.

This was a team selected for the highest level of professional stature and experience in public education, since their professional judgment would be the most crucial ingredient in the evaluative process. It is assumed in this study that the observations, insights, and findings of this team, relative to the evaluation of the transitional Middle School against the goal of "improved quality education in an integrated setting", are professionally valid ones.

It was also recognized at the outset that the professionals

would need teams of assistants who understood the dynamic of the typical public school, who could work sensitively with children and teachers in securing sociometric data and were skilled in child study. The professional team was able to identify 27 such assistants, most of whom had completed degrees in elementary and secondary education. To this group were added several sociology, psychology and anthropology majors, all of whom had field experience in urban areas. It was assumed that this group could successfully collect the necessary data from the schools during the very difficult period of the final two weeks of school. Also, their recent experience in child study was excellent preparation for participation in the out-of-school study of the sample Middle School population.

C. Rationale and Design

Since the schools would be open to the research team only two weeks, it was agreed that certain types of information such as achievement scores, staff make-up, ethnic composition, curriculum structure, etc., could be assembled. Also, that fairly reliable professional judgments could be made concerning quality of teaching and learning, administrative efficiency, educational leadership, etc. It would even be possible to obtain some sociometric information concerning the level of desegregation and integration in the school. It did not seem possible, within the prescribed time, to evaluate the programs of the schools against the specific objectives of the Middle School which demand an assessment of "abilities", "self fulfillment", "motivation", "aptitude", "need" and "self image" of the children who will attend the Middle School. It was, therefore, decided that after schools closed the same professionals and assistants who had gathered data in a given school would follow that school population and insight into the areas mentioned in the preceding sentence.

D. Process

Each of the professionals with a team of approximately six assistants studied one and, in some instances, two of the selected sample of schools. These teams spent an average of three days in each school learning as much as possible about the educational program and the desegregating - integrating process as they seemed to be operating in the school. In addition to the assessments of these aspects of the school by the professionals, the assistants gathered uniform data on academic achievement, pupil-staff relationships, pupil-pupil relationships (especially as these related to racial and ethnic integration) and perception of self image of the children. Forms used to

record these data are included in the Appendix —see Data Sheets 1 through 6. Two interview guides, which appear in the Appendix, were used by professionals to insure notation of certain pertinent information.

The data sheets were submitted to the Research Consultant to be analyzed in relation to the stated goals of the Middle School. The complete summary appears in the Appendix and most salient findings will be incorporated under findings in the main body of this report.

Several days before school closed, the team working in a given school began to follow the children and to become observers of them in their life out of school. The school-community consultant on the professional team helped the other professionals to make contacts with the community leaders who were able to direct the professional assistants to the great variety of places where children from a given sample school lived and played. Written anecdotal records were compiled by each assistant. The professional in charge of each school conducted weekly meetings with his group of assistants in which anecdotal records were shared and analyzed for clues of motivations, interests, needs, aptitudes and ambitions of the particular Middle School population. These anecdotal materials have been assembled and are available for study at the Center for Urban Education. Salient findings are included in this report.

Two all-day meetings of the professionals were devoted to sharing and analyzing their interpretation of the anecdotal data with its potential meaning for the Middle School program. Results of these sessions appear in the findings of this report.

III. MAJOR FINDINGS

The data analysis and the resultant findings will be discussed in relation to two questions which reflect the basic goals of the proposed Middle School.

1. To what extent is the Middle School desegregated and integrated?

2. To what extent does the present program of the transitional Middle School reflect "improved quality education" for the proposed population?

A. Progress Toward Desegregation and Integration

A study of the racial and ethnic composition of the sample schools, as shown in Table IX, in the Appendix, reveals that none of them is a desegregated school as measured by the formula released by Commissioner Allen, although School A is very close to qualifying with 52.2% Negro, 1.2% Puerto Rican and 46% "Other". Checking the ethnic composition of the newly-added sixth grade indicated a slight trend toward greater segregation when one notes that the percentage of Negroes is 5.8% higher, Puerto Ricans 1.5% higher, and Whites 5.4% lower than the all-school percentages.

Five of the seven schools studies accommodate almost completely segregated school populations. In every school except one, School F, the addition of the sixth grade population has made the school more segregated.

Accepting this total picture of the racial and ethnic distribution in these schools, what evidences are there of movement toward desegregation and integration within these limits? The following paragraphs quoted verbatim from the statistical summary in the Appendix indicate that present organizational practices adhered to by the school system are fostering further segregation within the present transitional Middle School population in this sample. (As indicated in statistical study, time allowed for a complete analysis of four of the sample -the two most segregated and the two most desegregated schools.)

"Findings: In JHS 22, 6th grade, 24 of the 33 "Other" children included in this survey are in the top class. In seventh grade, 26 out of 33 "Other" children are in 7 SP1. By contrast, we find 8 out of .32 Negro children in a top sixth grade and 4 out of 27 Negro children in 7SP1. The ratio of Puerto Rican children found in the top classes to their numbers in all the classes is even smaller. In JHS 59 an uneven distribution can also be seen, especially in the eighth grade which is a '1' exponent class. It would thus appear that the grouping in existence tends to create a racial imbalance in the top level classes.

Grouping can also be examined from the viewpoint of reading achievement. (Note: A variety of reading tests have been used so that direct comparison is very difficult. In the sixth grade the tests used most frequently are the Metropolitan, New York Growth, and Metropolitan Intermediate.) In the top and middle classes on each grade the reading range within a class is from three to five years. Of special interest is the fact that in practically every instance there is a wide overlap between reading scores achieved by pupils in the top class and those in the middle class.

Implications: Since homogeneous grouping based primarily on standard reading scores does not in fact exist, and since the pattern of grouping in existence tends to create a racial and ethnic imbalance in the top level classes, it would appear that a reexamination of grouping practices in the middle school would be most appropriate "in line with the goals of the Middle School Project."

Another factor one would consider important in providing an "integrated setting" would be the ethnic and racial balance found in the school staff. In the seven schools studied, all of the principals and most of the assistant principals are white. Table X, in the Appendix indicates that six of the seven schools have predominantly white staffs while the one remaining school which has 98% Negro population has a 45% Negro staff.

In five of the seven schools, there is more than a token representation of Negroes on the teaching staff. In the entire seven schools studied, there were only five Puerto Rican staff members. Of the four schools having a high percentage of Puerto Rican children, three had one Puerto Rican staff member. One school which had a 99% White population had one Puerto Rican child and one staff member of Puerto Rican background.

If this sample does reflect what is happening in all of the transitional Middle Schools, it can be concluded that the Middle School is at present highly segregated and that the initial steps taken in 1) designating the junior high schools to be converted to transitional Middle Schools (2) selecting the sixth grade population to be transferred to these schools have perpetuated and to some extent increased segregation.

Some very significant evidence was compiled concerning children's behavior toward their peers of different racial and ethnic backgrounds. Within classrooms wherever there was freedom for the child to choose other children with whom to work or communicate, he did so without regard for racial or ethnic differences. (See Statistical Analysis Report, Appendix).

Using Data Sheets, (see end of Appendix) as a guide for observing communication across racial and ethnic lines among children when they were in the lunchroom, the school yard, the shop, the assembly, etc., the professional assistants' reports indicated that almost universally when the children were free to choose, they worked, played, ate and talked in groupings which cut across racial and ethnic lines.

Referring to Table IV, of the Appendix, information gleaned from Data Sheet 5, which probed children's racial and ethnic preferences of their teachers, showed that the vast majority of pupils feel that the ethnic background of the teacher is inconsequential. Children in the only completely segregated White school were the only groups where not a single child chose to have a Negro or Puerto Rican teacher. Similarly, in the predominantly Negro schools, only a very few children chose to have a White, and even fewer a Puerto Rican, teacher.

If the children studied in this sample are typical of Middle School populations, it is highly probable that the Middle School which would meet the requirements of a desegregated school and which would organize its classes and activities around desegregated groups of children, would be successful in achieving a high degree of integration.

B. Movement toward "Improved Quality Education"

Introduction: It is assumed that the term "quality education" refers to every aspect of the school life of children assigned to the Middle School. It is further assumed that to achieve quality education would imply a reasonable degree of excellence in such areas as:

a) Academic achievement of children
b) Attitudes of children toward school
c) Attitudes reflected in teacher-child relationships
d) Relationship between school program and needs, interests, aptitudes, hopes and desires of children it serves
e) Involvement of professional staff in program development
f) Facilities, materials and supplies
g) Organization of school for learning
h) Preparation of staff for their respective roles
i) Involvement of parents in support of children's learning
j) Relationship of school to community which it serves

C. Academic Achievement:

Sources of information used to assess academic achievement included the cumulative records of the child, the professional assessments made by the teachers and principals, and the evaluation made by children of their own learning.

In each sample school, the overall achievement score was recorded for all children from three classes on each grade level represented in that school. The three classes selected for study were the high, middle and low exponent group on each grade. The data was analyzed to provide answers to three questions:

1) Are the sixth grade grade children achieving as well as they did in their previous two years in elementary school?

2) Are the sixth graders evidencing the same range of achievement as is apparent for the total population of the present transitional Middle School?

3) Are the sixth graders achieving as well as a comparable group of sixth graders who remained in elementary schools?

Time and budget would permit detailed analysis of the same four schools

referred to in the first section of this report -the two most desegregated and the two most segregated.

When the data was assembled, one starling fact emerged. The achievement scores recorded for fourth, fifth and sixth grade were obtained from six different standardized instruments. In more than 50% of the cases, children's achievement scores for three successive years of their school life were based on three different standardized instruments. This factor makes a valid comparison of results highly questionable.

However, accepting that limitation, a study of the scores indicated no significant change in the range of scores for a given group in sixth grade as compared with the same group in fifth and fourth grade. Similarly, there was no significant change in the range of scores for like exponent groups in seventh grade classes in the same school.

In a report to be submitted by Dr. Richard Trent as a part of the Middle School Curriculum Study, it will be noted that achievement deteriorates as children move through the intermediate grades. The range of scores recorded for the transitional Middle School are not significantly higher or lower than those recorded for sixth grades remaining in elementary schools, and the phenomenon of deterioration in normally expected growth is operative, to a similar degree, in the transitional Middle School setting.

The perceptions of teachers and principals concerning how well sixth graders are learning differ drastically from the children's own estimates of their performance.

Quoting from the statistical analysis report included in Appendix:

> "Findings: Though there seems to be some lack of agreement as to whether the children preferred school last year or this, in terms of liking, -there is very strong feeling that they learn more and receive more help from teachers in the middle school.
>
> Questions: Do teachers feel the same way? What do standardized tests show?
>
> Implications: Since the middle school seems to give the pupils the feeling of receiving more help and of learning more, the basic idea seems to be psychologically sound from the point of view of the pupils. Need for further experimentation and study is indicated."

(See Tables V, VI, and VII in Statistical Report).

Teaching and administrative staff evaluation of the school achievement of the sixth grade and their projected evaluation of the potential for school achievement of fifth graders should give cause for concern to

those responsible for Middle School development. In every school studied, the general faculty opinion was that these children could not achieve effectively in the present structure of the transitional Middle School.

In the interview data submitted by the professionals on the research team, not a single positive statement was reported regarding the adequacy of sixth graders to function in the junior high schools to which they were assigned. Following are a sample of the negative statements recorded:

> "Opposed to fifth".
>
> "In '65, teachers looked forward to sixth, but in '66, don't want 6th."
>
> "Sixth grade academic deficiencies do not enable them to function in junior high program. Teaching is infantile."
>
> "Child depends upon one authority figure".
>
> "Lost in this setting -evidenced by lost articles, sickness, dependence on individual help."
>
> "Children cannot read the materials used in the science and language courses."
>
> "The majority of the junior high staff do not like to teach sixth graders because of their immaturity and poor academic achievement. Many of the junior high teachers are taking the High School examination and plan to teach in the High School as soon as possible. With the influx of fifth grade, these problems will be multiplied."
>
> "The sixth graders are less able to accept individual responsibility, especially in moving from subject to subject, and so tighter controls had to be added."
>
> "Quality of various school-wide projects fell because they had to be done on a lower grade level and inspirational effect on the entire school went down."
>
> "Teachers who have been trained in the junior high school are disturbed. They say that they are baby sitting."

These statements by principals and teachers are representative of staff opinion in the sample studied. If this sample is typical of staff attitudes in transitional Middle Schools, some change in staff composition and in re-education is in order, for learning would certainly be impaired if the teaching staff were unwilling or felt unprepared to teach

a Middle School population.

What steps were taken toward providing the pilot transitional Middle Schools with staffs having appropriate preparation and professional experience to successfully teach in these schools? From Table XI in the Appendix, it can be noted at a glance that more than 90% of the staffs of all schools studied are licensed for junior high school and prepared to teach a particular subject matter specialization with 10% or less bein licensed in Common Branches and prepared to teach in a self contained classroom.

If the Middle School staff is to be responsible for developing curriculum and teaching children from grades 5 through 8, it would seem necessary to substantially increase the number of teachers holding Common Branches licenses and possessing knowledge and understanding of successful practices in teaching pre-adolescents.

To the question asked of principals by the interviewing professional, "In what way was the staff of your school involved in developing the program for the new school population?", the response was similar in each of the schools studied; namely, that the teachers who were to teach sixth grade children in 1965-66 attended six three-hour sessions in May and June of the preceding school year, but these sessions were not shared or continued in any way during the school year within each school because, "the junior high school program was to be initiated into the sixth grade classes."

Principals were asked whether they had received any further help in implementing program changes and the unanimous response was "no", except for receiving curriculum bulletins which were distributed."

"In what ways are you planning, in the next few years, to involve the school staff in the development of a school program for the new school population?" Five of the seven principals responses were basically the same and the following statement is illustrative of their plans: "Conferences are planned by the department chairmen to discuss the implementation of the junior high school program." One felt that the sixth grade should be in a separate unit of the building and function in self contained classrooms. One principal felt that a completely new organization needed to be developed in which "lower grades would have only some departmentalization moving up to individual programming around grade 8". This principal was the only one in the study who reported a plan for involving the faculty in the development of a Middle School curriculum which included an evaluation of the present program development of understanding the philosophy of the new program, articulate with feeder schools and the evolution of new curriculum suited to the new population.

This principal has expressed the kind of thinking which, if implemented successfully, holds promise for developing a new school which will utilize the talents of the generalist and specialist in an educational

plan suited to the special needs of children grades 5 through 8.

D. The Anecdotal Process and its Results

A report, at least as long as this one, could be written on the implications of the 200 pages of anecdotal material describing the out-of-school life of the children attending the sample schools. However, these records are available and should provide invaluable sources of information for Middle school staffs who want to do "frontier thinking" on building curriculum which will indeed have roots in the important life needs of these children.

It is impossible to resist mentioning a few penetrating questions raised as one studies the anecdotal material and its possible meaning for planning school experience.

1. The children seemed to be almost completely responsible for their own life. There was never an adult accompanying the majority of children except those from the all-white, middle class schools. How can the school capitalize on this characteristic?

2. Contrary to some other research findings (Deutsch, Riessman), children were highly verbal. How can the school maintain and develop the thought and language pattern of these children?

3. Though children seemed to eat, work and play across racial and ethnic lines in school, they were experiencing problems in this area outside of school. "Black power" was being talked about. The Middle School has, to date, taken no cognizance of its role in helping children in this very sensitive area.

4. Contrary to the popular opinion that the children in deprived area Middle Schools do not care about school, about grades and marks, the anecdotes recorded outside schools on the last day give considerable evidence that these children are deeply concerned.

5. Reports repeatedly told of the concern of older children for younger in a life setting where adults were not available. Is it possible that the school might increase learning for both younger and older children if this strength of disadvantaged area child society were built upon in school?

6. Children in desadvantaged area Middle Schools, (5 out of the 7 studied), learn quickly in a noisy, crowded out-of-school situation. Are typical, highly organized, quiet settings most productive for teaching these youngsters?

7. Child-parent relationships differ so drastically in disadvantaged

areas from those in more advantaged ones. In typical middle class neighborhoods, parents were seen continuously taking children to and from activities, while in disadvantaged areas, parents were rarely seen. Schools need to explore varying approaches to parent-school cooperation which take into account such drastically different patterns of child rearing.

For the professional research team, the two sessions devoted to the discussion of the anecdotal material and its meaning for Middle Schools, were the most significant of all their experiences. The proceedings of these meetings recorded on tape have a poignant message for those who will teach in desegregated schools.

Though the subject of each session was clearly defined by the chairman as that of searching for educational implications of the recorded anecdotes, meetings became traumatic, strenuous experiences where Negro and White participants argued bitterly over discrimination issue. Members of this sophisticated professional group reported being unable to sleep following these sessions. It was clearly recognized that as schools and school staffs desegregated, similar opportunities for mixed racial and ethnic groups to examine their racial attitudes would be basic to the establishment of human relationships which would allow teaching and learning to take place.

RECOMMENDATIONS

1. Select junior high schools and feeder schools which, when organized into the Middle School, will provide a desegregated population according to the Allen Commission criteria.

2. Organize classes so that the major part of children's school life is spent in a desegregated setting.

3. Develop in-service programs for teachers in which they have many opportunities to associate and communicate with their colleagues from the major social and ethnic groupings of the city. Provide sensitive leadership for these sessions -leaders who can help teachers gain new life experiences to overcome racial prejudice.

4. If achievement scores are to be used to check against national norms, administer the same standardized instrument so that results are comparable.

5. Move with all possible speed to balance Middle School staffs with Junior High and Common Branch licensed teachers.

6. Organize study groups for principals of Middle Schools

to explore productive rationale, curriculum and organization for the new school.

7. Help principals achieve the conditions necessary (time, extra staff, or remuneration for after school hours) to arrange study groups for junior high and elementary teachers who will participate in program development.

8. Take into consideration the out of school hopes, needs and abilities of children in building curriculum.

9. Move to decentralize the city school system so that teachers and principals can have more responsibility for developing curriculum for Middle schools.

10. Take into consideration the different patterns of parent-child relations when developing plans for parent-school cooperation.

AN EVALUATION OF THE TRANSITIONAL MIDDLE SCHOOL IN NEW YORK CITY

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AN EVALUATION OF THE DATA COLLECTED ON THE MIDDLE SCHOOLS, NEW YORK BOARD OF EDUCATION

Mabel Kaufman

In June 1966 data was collected from seven middle schools in New York City. The following table indicates the numbers and ethnic backgrounds of the pupils included.

TABLE I

School	Classes	N	PR	O	Total
JHS 22, Bronx	6	57	39	66	162 (no 8th grade info.)
JHS 59, Queens	9	141	4	75	220
JHS 88, Manhattan	6	130	3	0	133 (no 8th grade info.)
JHS 78, Brooklyn	9	3	0	282	285
JHS 178, Brooklyn	9	167	60	4	231
JHS 263, Brooklyn	9	134	87	4	225
JHS 275, Brooklyn	9	118	48	49	215
	57	750	241	480	1,471

Since a full analysis of the data is not available at this time, material from four schools, two integrated and two segregated, will be used to indicate trends as they appear. The integrated schools chosen for this purpose are JHS 59, Brooklyn and JHS 22, Bronx. The segregated schools are JHS 88, Manhattan and JHS 78, Brooklyn.

School Statistics Tally- Data Sheet 1, TABLE II (attached) will be helpful in following the discussion on class grouping as seen in this study.

Findings: In JHS 22, 6th grade, 24 of the 33 other children included in this survey are in the top class. In seventh grade, 26 out of 33 other children are in 7SP1. By contrast, we find 8 out of 32 Negro children in a top sixth grade and 4 out of 27 Negro children in 7SP1. The ratio of Puerto Rican children found in the top classes to their numbers in all the classes is even smaller. In JHS 59 an uneven distribution can also be seen, especially in the eighth grade which is a "1" exponent class. It would thus appear that the grouping in existence tends to create a racial imbalance in the top level classes.

Grouping can also be examined from the viewpoint of reading achievement. (Note: A variety of reading tests have been used so that direct comparison is very difficult. In the sixth grade the tests used most frequently are the Metropolitan, New York Growth, and Metropolitan Intermediate). In the top and middle classes on each grade the reading range within a class is from three to five years. Of special interest is the fact that in practically every instance there is a wide overlap between reading scores achieved by pupils in the top class and those in the middle class.

TABLE II

SCHOOL STATISTICS TALLY - DATA SHEET I

1 School	2 Grade	3 Enrollment	4 Ethnic Composition N	PR	O	5 Sex M	F	6 Reading Scores(4th)	7 Test Used*A	8 Reading Scores(5th)
B	6E1	33	8	1	24	16	17	5.3-11.0	1,2,4	5.7-11.4
	6-6	31	16	6	9	14	17	2.6--5.6	1	3.1- 7.4
	6-15	17	6	11	-	13	4	----	---	---
	7SP1	31	4	1	26	15	16	4.9--11.0	1,2,4	5.1-11.0
	7-5	20	7	10	3	7	13	4.0-5.8	1,2	4.1-8.0
	7-12	30	16	10	4	17	13	1.0-3.9	1,2,4	2.1-5.0
	NO INFORMATION ON DATA SHEET I FOR GRADE 8. RECORDS SENT TO H.S.									
A	6-5	34	14		18	18	16	3.1-5.1	1	3.8-7.7
	6-10	31	20	1	10	18	13	3.3-5.3	1,2	4.3-5.9
	6-14	32	19	2	9	16	16	1.8-5.1	1,2,4	2.1-5.6
	7-4	18	8		10	9	9	3.2-5.5	1	3.8-6.4
	7-9	29	21	1	7	13	16	3.2-6.1	1,2,4	3.6-6.9
	7-15	32	17		5	13	9	2.6-7.2	1,2	2.3-6.1
	8-1	30	10		20	16	14	---	---	---
	8-7	25	19		6	14	11	---	---	---
	8-13	23	13		10	10	13	---	---	---
								NO INFORMATION		
C	6-E	26	24		2	12	14	3.2-9.0	1,2	4.2-11.5
	6-3	28	28			14	14	1.6-4.2	1,2,3	3.2-4.8
	6-8	32	31		1	15	16	1.8-4.8	1,2,3	1.6-5.3
	7SP	20	20			11	9	5.2-10.0	1,2	5.7-11.0
	7-10	14	14			7	7	2.0-4.7	1,2	2.8-5.2
	7-18	13	13			11	1	2.5-4.6	1,2	1.9-3.8
	NO INFORMATION ON DATA SHEET FOR GRADE 8. RECORDS SENT TO H.S.									
D	6-E	29			29	7	22	---	---	----
	6-10	35		1	34	14	21	---	---	----
	6-13	24			24	13	9	---	---	----
								NO INFORMATION		
	No 4th, 5th, 6th GRADE SCORES FOR GRADES 7 AND 8									

*A	*B	*C
1. Metropolitan	1. Metropolitan	1. Metropolitan
2. N.Y. Growth	2. N.Y. Growth	2. N.Y. Growth
3. I.T.T.	3. I.T.T.	3. I.T.T.
4. Stanford Achievement	4. Stanford Achievement	4. Metro Intermed.
5. Harcourt Brace	5. Calif. Achievement	5. Calif.Achievement

9 Test Used*B	10 Reading Scores(6th)	11 Test Used*C	12 Intell. Quotent Range	13 Test Used*D	14 Years	15 Average Reading Scores(14)
1	6.6-11.9	1	95-138	1,3	61-63	10.4-12.2
---	3.8- 8.1	1	80-127	---	61-63	11.2-12.9
---	3.0- 3.9	4	73-100	1	62-63	12 -14
1,2,4	7.0-12.2	1	95-157	1,3,4,6	59-63	12 -13
1,2,4	4.8- 9.4	1,4	85-109	1,6	61-63	12.7-14.6
1,2,4	2.0- 5.3	1,2,4	62-105	1,6	61-63	12 -15
1,5	6.1-10.0	1,5	91-122	1,4,5	63	11.5-12.7
1,2	4.5- 9.5	1	91-114	1,3	61-63	11.5-12.5
	---		70-107	---	61-64	12 -13
1,2	5.8-11.9	1	93-132	1	62	13
1,2	4.8-6.8	1	80-114	1,2,4,6	61-62	12.5-14.0
1,2,5	3.9-6.3	1	77-131	1,2,3	59-62	12.4-16.
---	---	---	---	---	---	13 -14.8
---	---	---	---	---	---	14 -15
---	---	---	---	---	---	14 -15
1,2,3	5.7-9.5	1,2,4	91-137	1	63	11.4-12.7
1,2,3	3.0-6.1	1,4	60-114	1	61-63	11.6-13.10
1,2,3	2.4-5.3	1,2	73-109	1	62-64	11.5-13.2
1,2,4	8.0-11.0	1,2,4	89-125	1,3	62-63	12.5-13.10
1,2	4.1- 5.9	1,2	83-120	1	62	12.11-15
1,2	3.0- 4.5	1	75-99	1,2,3	60-63	12.9-15.3
---	7.3-11.8	1	----	---	---	11 -12
---	5.6- 9.9	1	----	---	---	11.6-12.5
---	4.7- 7.9	1	----	---	---	11.6-12.8

*D
1. Otis
2. Kohlman-Anderson
3. Pintner-Cunningham
4. Hemnon-Nelson
5. Calif. M.M.
6. Longe-Thorndike

Implications: Since homogeneous grouping based primarily on standard reading scores does not in fact exist, and since the pattern of grouping in existence tends to create a racial and ethnic imbalance in the top level classes, it would appear that a reexamination of grouping practices in the middle school would be most appropriate in line with the goals of the Middle School Project.

Data Sheet 5, a questionnaire filled out by the pupils, was aimed at ascertaining the feeling of pupils for their teachers. The pupils checked the words "yes" or "no" to the various questions although some pupils inserted "sometimes."

Findings: In all schools there was an overwhelming majority of children who felt that:

a. most teachers like me
b. I like most of my teachers
c. my teachers are helping me to learn my school work
d. I help my teachers by doing my work, bringing in my homework, taking part in class discussion
e. teachers are teaching me the things I need to know when I am outside of school

In response to the question, "In what ways do you think your teachers could help you more than they are doing now?" the following categories emerged from the pupils responses:

TABLE III

	22	59	88	(78 not available) Total
1. Give more work, harder work, more homework	36	24	29	89
2. Be more understanding, supportive, fair, professional	59	72	26	157
3. Give more help before tests, review	4	6	1	11
4. Help us individually (during and/or after school)	19	31	21	71/
5. Make schoolwork pleasurable understandable, useful, interesting and varied (includes better books, other materials and methods), discuss work	53	61	24	138
6. Be stricter and enforce rules	8	24	13	45
7. Give less homework, slow down a little	8	13	6	27

TABLE III	22	59	88	(78 not available)
8. Talk to our parents (or send notes)		3		Total 3
9. No change needed, doing as much as they can	7	29	11	47
10. I don't know		3	1	4
11. Inappropriate response	15	18	13	46

The above table includes responses from the 6th and 7th grades of JHS 22 and 88 (8th grades were not available) and 6th, 7th and 8th grades of JHS 59. The responses are fairly well distributed and do not fall into groups by school, grade, class or ethnic background. Items 2 and 5, those most frequently mentioned by the pupils, are very general and involve the basic skills of teaching. As seen on page 2 of this report, the pupils feel the teachers like them and they, in turn, say they like most of their teachers. Nevertheless, liking is not enough and children are sensitive to the art of skilled teaching.

Implications: Ways of developing and maintaining the skills of teachers should be sought to insure interesting, varied and stimulating programs for the middle school child.

Is the ethnic background of the teacher of importance to the pupils in this class? The following question, part of a long questionnaire, was asked to gain insight into the pupil's perception of his schoolmates' feelings. "Do you think your friends in this school would rather have (check one), I. a White teacher, 2. A Negro teacher, 3. A Puerto Rican teacher, 4. It doesn't matter. The responses are indicated as follows:

TABLE 1V

School	Grade	White	Negro	Puerto Rican	Doesn't Matter
22	6	5	6	2	63
	7	6	5	1	51
		11	11	3	114
59	6	2	4	0	79
	7	3	11	0	57
	8	6	2	1	68
		11	17	1	204
88	6	3	13	0	53
	7	0	5	1	43
		3	18	1	96
78	6	20	0	0	58
	7	20	0	0	64
	8	32	0	0	53
		72	0	0	175

A brief glance will show that the vast majority of pupils feel that the ethnic background of the teacher is of little concern to friends in the school. However, a closer examination of responses by school is of special interest when held up to the Pilot Project's goal of school integration. In JHS 22, Bronx, an integrated school, 18 percent of the pupils choose a racial designation, while 82 percent feel that it does not matter. In JHS 59, Queens, another integrated school, only 12 percent of the pupils choose on an ethnic line while 88 percent say that it does not matter. In JHS 88, Manhattan, a segregated Negro school, 19 percent of the pupils responding chose a teacher by racial designation and 81 percent say it does not matter. In JHS 78, Brooklyn, a White segregated school, 29 percent of the pupils choose a White teacher, no pupil chooses a teacher of a different racial background and 71 percent say they feel it does not matter.

Findings: Based on the above stated question and response trends would indicate that middle school pupils in large numbers perceive their schoolmates as being unbiased racially regarding their teacher's background. However, evidence also indicates that children attending a White segregated school tend to be more biased racially (or, at least, to think that their schoolmates are).

Question: Would responses correspond or be different if the following matched question were asked: "Would you yourself prefer to have a, 1. White teacher, 2. Negro teacher, 3. Puerto Rican teacher, 4. It doesn't matter."

Implications: 1. Integrating the middle school will tend to bring more understanding and tolerance to the pupils involved. 2. Parents, teachers, administrators and other adults need to be made aware of the generally more accepting attitude on the part of middle school pupils towards teachers of all backgrounds.

How do these pupils feel towards classmates of different background? One way to seek an answer is to look at sociometric choices made within a class. Since pupils in JHS 88 and JHS 78 could only choose leaders from similar background (the schools being basically segregated) we used the two integrated schools in an attempt to find trends that might apply to other middle schools. The following information therefore, was gleaned from responses made by pupils in JHS 22 Bronx, and JHS 59, Queens.

The pupils were presented with an assignment of preparing a play on a civil rights demonstration. They were asked to choose a director, two male leading actors, two female leading actresses, a hero, a villain, and a playwright. They were also asked to indicate the homes of two classmates as preferred choices for after-school planning and rehearsing. In all classes in both schools choices were made across ethnic lines. Pupils tended to choose leaders for reasons other than color. Though the play was to represent a civil rights problem, the hero and heroine were not always from the minority groups nor was the villain always from the majority group. In some classes the villain chosen most often was also the pupil chosen to direct or write the play. This choice of a well-liked or a very capable pupil to portray the villain was more common among pupils in the brighter classes. In the slower classes this choice sometimes seemed to indicate a child who was not liked by the other pupils. Heros, heroines and other class leaders were assigned different roles by different members of the group and frequently received more than one nomination from the same pupil. Of special significance were the two choices for after-school meetings. Here again, crossing ethnic lines was very common. Pupils seemed to choose either well-liked leaders or personal friends, but no pattern of racial preference emerged. (A descriptive analysis of sociometric choices for seven classes is on file in the office of Dr. E. Terry Schwarz).

Findings: In an integrated school setting, many pupils tend to choose class leaders and friends on a basis other than ethnic background. Since this study did not include the addresses of the pupils involved, it is not possible to ascertain whether choices for home rehearsals were related to relative proximity to the school or other classmates. A large proportion of pupils crossed ethnic lines in one or both of their choices.

Questions: Are children who are bussed into a school "isolated" within the school or are they integrated, accepted, liked and chosen leaders once the newness has worn off? Can information for this study be expanded so that an examination of "bussed" leaders vs. "neighborhood" leaders can be made?

Implication: Living and working together in an integrated classroom will tend to allay fears and superstitions concerning persons of different backgrounds and will encourage healthy, normal human interaction.

For most 6th and 7th graders in this study the past year represented their first experience in a middle school. The following responses indicate some feelings about this experience.

TABLE V

Did you like school better:

School	Grade	(1) Last year in your old school	(2) this year
22	6	36	39
	7	29	44
59	6	24	60
	7	8	17
88	6	30	37
	7	9	18
78	6	18	60

TABLE VI

Do you think you learned more:

School	Grade	(1) Last year in your old school	(2) this year
22	6	17	60
	7	20	54
59	6	10	76
	7	5	16
88	6	26	52
	7	5	22
78	6	5	75

TABLE VII

Do you feel that the teachers helped you more

School	Grade	(1) Last year in old school	(2) this year
22	6	26	51
	7	22	42
59	6	19	66
	7	11	10
88	6	25	45
	7	3	23
78	6	23	57

TABLE VIII

Do you feel that you learned more:

School	Grade	(1) last year, one teacher	(2) this year, many teachers
22	6	16	50
	7	12	60
59	6	11	72
		4	17
88	6	19	49
	7	4	22
78	6	8	73

Findings: Though there seems to be some lack of agreement as to whether the children preferred school last year or this, in terms of liking, - there is very strong feeling that they learn more and receive more help from teachers in the middle school.

Questions: Do teachers feel the same way? What do standardized tests show?

Implications: Since the middle school seems to give the pupils the feeling of receiving more help and of learning more, the basic idea seems to be psychologically sound from the point of view of the pupils. Need for further experimentation and study is indicated.

TABLE IX.

STATISTICAL ANALYSIS OF ETHNIC COMPOSITION OF TOTAL SCHOOL POPULATION AND OF NEWLY-ADDED SIXTH GRADES

	TOTAL SCHOOL ENROLLMENT				NEWLY-ADDED SIXTH GRADE ENROLLMENT			
	Negro	Puerto Rican	"Other"		6th Gr.	Negro	Puerto Rican	"Other"
School A	52.2%	1.2%	46.6%		School A	58%	2.7%	40%
School B	39.8%	25.8%	35.4%		School B	38.5%	28.3%	33.2%
School C	98%	1.2%	13%		School C	99.9%	.1%	less than .1%
School D	less than .1%	.01%	99.9%		School D	.1%	less than .1%	99.9%
School E	71.7%	28.2%	.1%		School E	69.3%	30.5%	.2%
School F	50%	48%	.2%		School F	50%	48%	.2%
School G	59.5%	25.1%	15.4%		School G	65%	25%	10%

TABLE X.

RACIAL AND ETHNIC COMPOSITION OF STAFFS OF SCHOOLS STUDIED

	Negro Staff Members	Puerto Rican Staff Members	"Other" Staff Members
School A	21	0	89
School B	11	1	98
School C	45	1	54
School D	1	1	124
School E	21	0	50
School F	17	1	83
School G	9	1	90

TABLE XI.

TYPE OF LICENSE HELD BY STAFFS OF SAMPLE SCHOOLS

	JR. HIGH SUBJECT TAUGHT	JR. HIGH SUBJECT OTHER THAN ONE TAUGHT	COMMON BRANCHES
SCHOOL A	75	18	4
SCHOOL B	100	6	4
SCHOOL C	68	12	10
SCHOOL D	74	0	0
SCHOOL E	48	19	4
SCHOOL F	72	27	2
SCHOOL G	84	11	2

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Information from representative sampling of cumulative records of schools under study - data sheet 1

(Middle Schools - Sixth Grade)
June 8, 1966
Dr. E. Terry Schwarz

Directions: In each school, record as indicated below for a high, middle and low exponent class on each grade level represented in the school under study. The information is to be obtained from the cumulative records. One record sheet is to be used for each child in the sample.

1. Grade 6 7 8 9 (circle one)

2. Grade Exponent 1 2 3 4 5 6 7 8 9 (circle one)

3. Total number of grades in the school.
_____6th _____7th _____8th _____9th

4. Reading Score Grade 4_____
Grade 5_____
Grade 6_____

5. Name of test used _____

_____

6. I.Q. _____Data Record_____

7. Ethnic or racial Identification
N PR OTHER
(circle one)

8. Sex M F (circle one)

9. Age _____

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Middle Schools - Sixth Grade

June 8, 1966
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Information on ethnic and racial distribution
in pilot middle schools under study --
Data sheet 2

Directions: Visit same children studied through cumulative records in data sheet 1. Fill in information requested as correctly as you are able to approximate.

Grade	Class Exponent	Ethnic and Racial Distribution		
		APPROXIMATE NUMBER OF NEGRO CHILDREN	APPROXIMATE NUMBER OF WHITE CHILDREN	APPROXIMATE NUMBER OF PUERTO RICAN CHILDREN

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Middle Schools - Sixth Grade

June 8, 1966
Dr E. Terry Schwarz

A sociometric approach to examine the relationships
among children in a sampling of classes
in the pilot middle school under study
Data sheet 3

Directions: Use same classes studied in data sheets 1 and 2. Say to children: Listen carefully to what I have to say to you and try to answer the questions asked on the paper in front of you.

(Person giving the test will read the following situation slowly and will allow children to ask questions to insure that they understand what is being asked. Two students and the classroom teacher will be present to assist with spelling or writing help children may need.)

Situation to be read:

You have heard and seen on T.V. a great deal about demonstrations. People --- at the present time often Negroes and Puerto Ricans----feel that they do not have the same opportunity as other people to choose the place they want to live. They sometimes feel that they are going in to schools that are not as good as those which other students are attending. In some parts of our country, people are not allowed to eat in restaurants or vote in elections. In still other places, only certain people are allowed in swimming pools or to join labor unions.

Many of these people have tried to show that they do not like this treatment by taking part in demonstrations. In these demonstrations, they march with big signs to the city hall and state capitol. Sometimes they sit in restaurants and demand to be served. Sometimes they walk up and down in front of schools and carry signs which say that they feel they are not being treated fairly.

Let us pretend, that your class is going to write a play to show in the assembly about these civil rights demonstrations. Which boys or girls would you choose to do the play?

1. To direct the play (be the boss)

_____

2. To be the most important actors (2 boys)

_____

_____

(continued)

Middle Schools - Sixth Grade

A sociometric approach to examine the relationships among children in a sampling of classes in the pilot middle school under study

Data sheet 3 (continued)

3. To be the most important actresses (2 girls)

_____

_____

4. To be the villian

_____

5. To be the hero (boy)

_____

6. To be the heroine (girl)

_____

7. To write the play

_____

8. If you had to practice outside of school, at whose homes would you like to practice? (pick 2)

1. _____

2. _____

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An observation guide to examine relationships among children outside of classrooms but within the school program Data Sheet 4

(Middle Schools - Sixth Grade)
June 8, 1966
Dr. E. Terry Schwarz

Directions: Where possible follow the same classes studied in data sheets 1, 2 and 3. If not possible, visit places designated below and make observations on random groups present.

Directions to the observer:

The aim of this observation is to determine as closely as possible the degree to which Negro, White and Puerto Rican children mingle in school activities and areas.

A list of areas and activities is given below with suggested form for noting the proportion of pupils of different ethnic groups who are mingling in activities such as talking, playing, eating, etc.

The observer's main aim is to observe the number of clusters of pupils of mixed ethnic origin who are playing, talking, eating, etc. together. The average composition of the cluster should be noted by encircling the appropriate abbreviation designating Negro, White or Puerto Rican.

W - White N - Negro PR - Puerto Rican

Middle Schools - Sixth Grade

An observation guide to examine relationships
among children outside of classrooms
but within the school program Data Sheet 4

(continued)

Area of Activity	Total Number pupils Present	Number of Clusters Pupils of Mixed Ethnic Background	Composition of the Average Cluster
			(Encircle one)
Lunchroom			N W PR WN W-PR N-W-PR PR-N
Yard			report for each area of activity
Study Hall			
Halls			
Homerooms			
Library			
Music class			
Assembly			
Shop class			
Art class			
Gym or Playground			
Clubs			
Extra-Curr. Activities			

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Middle Schools - Sixth Grade

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A questionnaire to examine aspects of the self-image of children in the pilot middle schools - data sheet 6

1. Do you feel that you can do your school work well? (check one)

   Yes _____ No _____

2. Do you think your teachers feel that you can do your school work well?

   Yes _____ No _____

3. Do you think you can do school work as well as other kids your age?

   Yes _____ No _____

4. Do you think you can do other school activities like athletics, band, art, etc. as well as other kids your age? (check one)

   Yes _____ No _____

5. Do you think that your family at home feel you can do things well? (check one)

   Yes _____ No _____

6. Do you feel that the kids you are with outside of school think you can do things well?

   Yes _____ No _____

7. Do you think you can do anything well?

   Yes _____ No _____

8. What is it you think you can do well?

   _____

   _____

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Middle Schools - Sixth Grade

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A questionnaire to examine teacher - child relationships in the pilot middle school

Directions: Administer to same classes studied in data sheets 1, 2 and 3.

1. Do you think that most teachers in this school like you?

   Yes _____ No _____ (check one)

2. Do you like most of your teachers?

   Yes _____ No _____ (Check one)

3. Do you think that your teachers are helping you to learn your school work?

   Yes _____ No _____ (Check one)

4. Do you feel that you help your teachers by doing your work, bringing in your homework, taking part in class discussions?

   Yes _____ No _____ (check one)

5. Do you feel that your teachers are teaching you the things you need to know when you are outside of school?

   Yes _____ No _____ (Check one)

6. In what ways do you think your teachers could help you more than they are doing now?

_____

_____

_____

_____

_____

(continued)

Middle Schools - Sixth Grade

A Questionnaire to examine teacher - child relationships in the pilot middle school
(continued)

7. Do you think your friends in this school would rather have (check one)

1. A White teacher_____

2. A Negro teacher_____

3. A Puerto Rican teacher _____

4. It doesn't matter _____

8. If a friend of yours had a serious problem with some student in another class who would you tell him to go to for help?

(check one or more)

a. your homeroom teacher _____

b. his homeroom teacher _____

c. one of your subject teachers _____

d. one of his subject teachers _____

e. a guidance counsellor _____

f. assistant principal _____

g. dean _____

h. principal _____

i. his parents _____

j. _____ Other (please fill in)

9. If a friend of yours could not get along with one of his teachers, who would you tell him to go to for help?

(continued)

A questionnaire to examine teacher - child relationships in the pilot middle school

(continued)

a. your homeroom teacher _____

b. his homeroom teacher _____

c. one of your subject teachers _____

d. one of his subject teachers _____

e. a guidance counsellor _____

f. assistant principal _____

g. dean _____

h. principal _____

i. his parents _____

j. _____ other (fill in) _____

k. no one _____

10. Who does the most for you during the time you are in school? (check one) _____

a. your homeroom teacher _____

b. one of your subject teachers _____

c. a guidance counselor _____

d. dean _____

e. an assistant principal _____

f. principal _____

g. _____ _____ (fill in) _____

h. no one _____

11. Did you like school better (check one)

a. last year in your old school _____

b. this year in this school _____

Middle Schools - Sixth Grade

A questionnaire to examine teacher - child relationships in the pilot middle school

(continued)

12. Do you think you learned more (check one)

    a. last year in your old school_____

    b. this year in this school_____

13. Do you feel that the teachers helped you more (check one)

    1. last year in your old school_____

    2. this year in this school_____

14. Did you feel that you learned more (check one)

    1. last year when you spent all day with one teacher?_____

    2. this year when you have many teachers?_____

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Information Guide for Faculty Observers on School Under Study

I. Statistical Information

A. Total School Enrollment _____

B. Enrollment
1. Grade 6 _____
2. Grade 7 _____
3. Grade 8 _____
4. Grade 9 _____

C. Ethnic Composition

1. Of total Population

a. Negro

b. Puerto Rican

c. Other

2. By Grade

a. Grade 6

1. Negro

2. Puerto Rican

3. Other

b. Grade 7

1. Negro

2. Puerto Rican

3. Others

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3. Note extreme variance (r.e. excessively large gym classes, social studies classes, etc.

F. Building (clean, repair, paint, safety, space, adequacy

G. Services Offered (Art, Music, Physical Education, Reading, Guidance, Library, etc.)

H. Parent participation (various ways in which parents and school interact. Approximate percentage of reached on various levels of involvement.
problems and complain

I Faculty

1. Total _____

2. Number of classroom teachers _____
Number of "OTP"s _____

3. Racial and Ethnic Composition
P.R._____ N. _____ Other _____

4. Licenses
a. Regular _____
b. Substitute _____

5. Licenses
a. for subject taught _____
b. for subjects other than those taught _____
c. common branches
d. Emergency

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6. Status

   a. permanent tenure _____

   b. probation _____

   c. permanent substitutes _____

   d. per diem substitutes _____

7. Experience (years)

   1._____

   2._____

   3._____

   4-7_____

   8-10_____

   10_____

8. "OTP" Staff Analysis

   a. assistant Prin. _____

   b. guidance counsellor_____

   c.

   d.

9. School Aides (Teaching or Parent or Student Aides)

10. Custodial Staff

11. Instructional materials available

12. Pupil Information

   attendance rate _____

   lateness rate _____

   drop-out rate _____

   truancy rate _____

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(Is there any particular grade level at which there is lower attendance, more lateness, etc.)

13. estimate of teacher morale

14. estimate of pupil morale

SUGGESTED SPECIFIC DATA WITH REGARD TO MOVEMENT TOWARD THE MIDDLE SCHOOL CONCEPT

1. When was sixth grade added?

   1963-64_____ 1964-65_____ 1965-66_____

2. Total School Enrollment Before Addition of Sixth Grade

   _____

3. Total School Enrollment After Sixth Grade was added

   _____

4. Average class size before _____

   after _____

5. Number of children using following facilities before and after

FACILITY	BEFORE	AFTER
Lunchroom		
Gym		
Art Room		
Yard		
Library		

6. Staff Size before and after addition of sixth grade

STAFF	BEFORE	AFTER
OTP		
Teaching		
Regular		
Sub		
Emergency		
Guidance Counselor		
Laboratory Asst.		
Secretary		

STAFF	BEFORE	AFTER
Subj. License		
Other Subj. License		
Common Branches		
Emergency		

EXPERIENCE	BEFORE	AFTER
First Year		
Second Year		
Third Year		
4 - 8 Year		
9 - 12 Year		
12 Over		

ETHNIC AND RACIAL	BEFORE	AFTER
Background		
Negro		
Puerto Rican		
Other		

7. Staff resources for sixth grade

   a. Number _____

   b. Licenses

      Subj. taught _____

      Other subject _____

      Com.Branches _____

      Emergency _____

c. Tenure

Regular _____

Probation _____

Per diem substitutes _____

Permanent substitutes _____

8. In what ways was the staff involved in developing the program for the new school population?

9. In what ways are you planning in the next few years to involve the school staff in the development of program for the emerging Middle School?

10. Did you receive any help from outside in your task of developing a new Middle School program?

11. Would you like such help? _____
What kind?

12. Did the school organization patterns change when the sixth grade was added?

    In what way?

13. Do sixth graders have programs that are in any way different from other grades in the school?

    If so, how?

14. Did you have any kind of orientation and guidance program for sixth graders?

    Examples:

15. Do you plan in the future to have orientation and guidance programs for the incoming sixth and eventually fifth grade pupils?

16. What change, if any, have you noticed in the school since sixth grades have been added?

17. What do you feel are the most crucial problems you have faced with the addition of sixth graders and will eventually face with the addition of fifth graders?

18. If you could outline a program which would enable your new Middle School to succeed, what might it look like? What would you need? From whom?

Need:

Would look like:

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Middle Schools - Sixth Grade

June 8, 1966
Dr. E. Terry Schwarz

Suggested specific data with regard to
movement toward the middle school concept

1. When was the sixth grade added?

   1963-64 1964-65 1965-66

2. Following statistics before and after sixth graders were added.

	Before sixth graders were added	After sixth graders were added
1. Total school enrollment		
2. Average class size		
3. Number of children using the following facilities:		
a. lunchroom		
b. gym		
c. halls		
d. art room		
e. music room		
f. yard		
g. library		
h. _____		
i. _____		

Suggested specific data with regard to
movement toward the middle school concept
(continued)

	Before sixth graders were added	After sixth graders were added
4. Staff size		
a. OTP (indicate status, racial, ethnic background)		
b. Teaching		
1. Regular		
2. Permanent Substitute		
3. Per diem substitute		
4. Emergency		

Licenses

In subj. taught
In other Sec. Ed. Subj.
Common Branches
Emergency

Experience

1 year
2 years
3 years
4-8 years
More than 8 years

Suggested specific data with regard to
movement toward the middle school concept
(continued)

	Before sixth graders were added	After sixth graders were added

5. Ethnic and Racial Background

   1. Negro

   2. Puerto Rican

   3. Other

6. Office Staff (Indicate status)
   Ethnic & Racial Background

   Secretary

   Clerk

   Aid

7. Custodial Staff (Indicate status)
   Ethnic & Racial Background

3. Staff Resources for Sixth Grade

   a. Number

   b. Licenses

      1. Subj. taught
      2. Other subjects
      3. Common Branches
      4. Emergency

   c. Status

      1. Regular (tenure)
      2. Probation
      3. Permanent Sub.
      4. Per diem Sub.

   d. OTP's working specifically
      with sixth grades

4. In what ways was the staff of your school involved in developing the program for the new school population?

Suggested specific data with regard to
movement toward the middle school concept

(continued)

5. In what ways are you planning in the next few years to involve the school staff in the development of a school program for the new school population?

6. Did you receive any help from outside in your task of developing a new Middle School Program?

7. Would you like such help?

   What kind?

8. Did the school organization patterns change when the sixth grade was added?

   In what ways?

9. Do sixth graders have programs that are in any way different from other grades in the school? If so, how?

10. Did you have any kind of orientation and guidance program for sixth graders? (Examples)

11. Do you plan in the future to have orientation and guidance programs for the incoming sixth and eventually fifth grade pupils?

12. What changes, if any, have you noticed in the school since sixth graders have been added?

Note: If possible, a sampling of sixth grade classes should be visited to roughly assess the quality of instruction.